

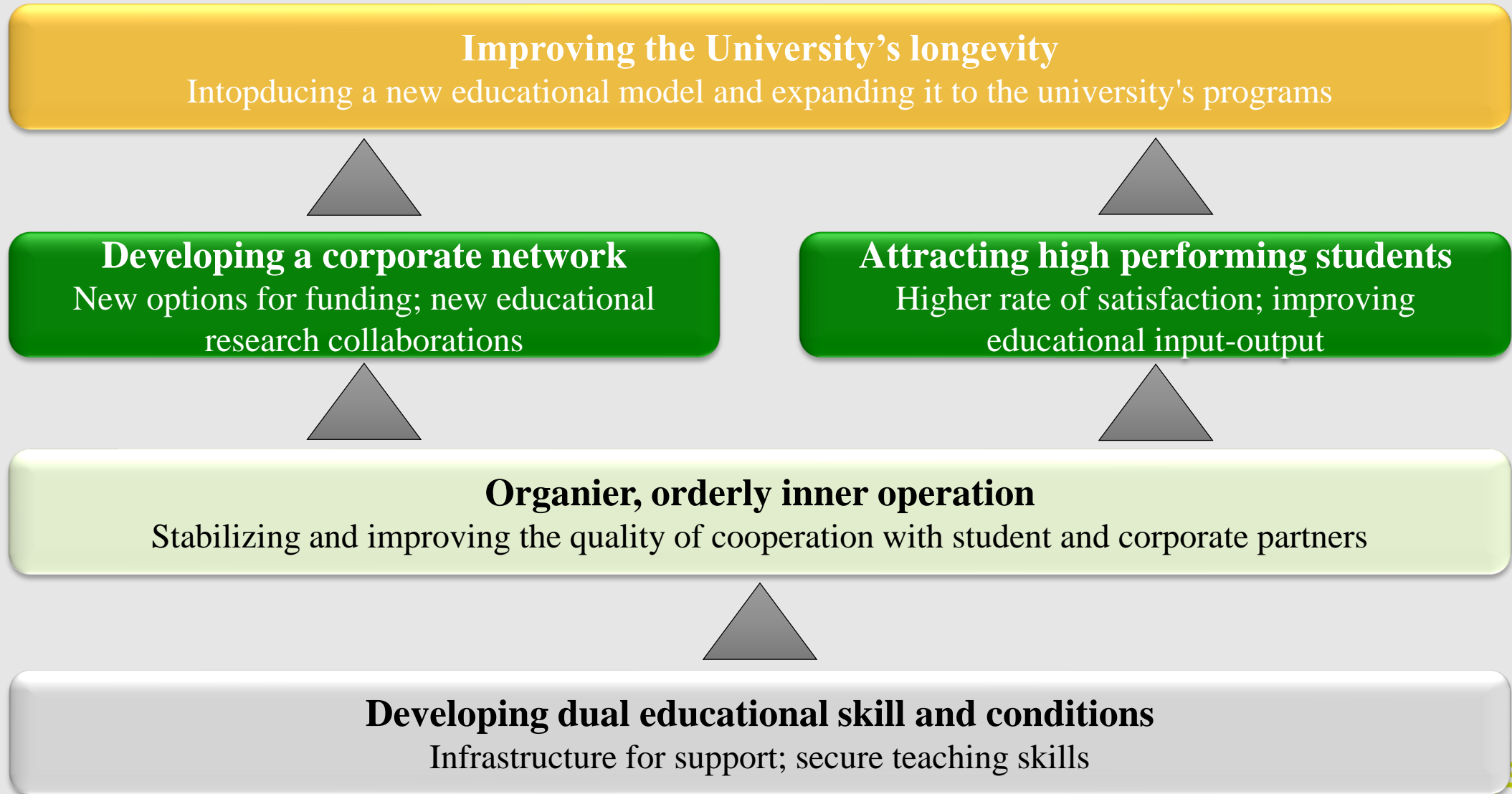


## E-learning course Nr.4

### *Tasks of the Universities in dual type higher education*

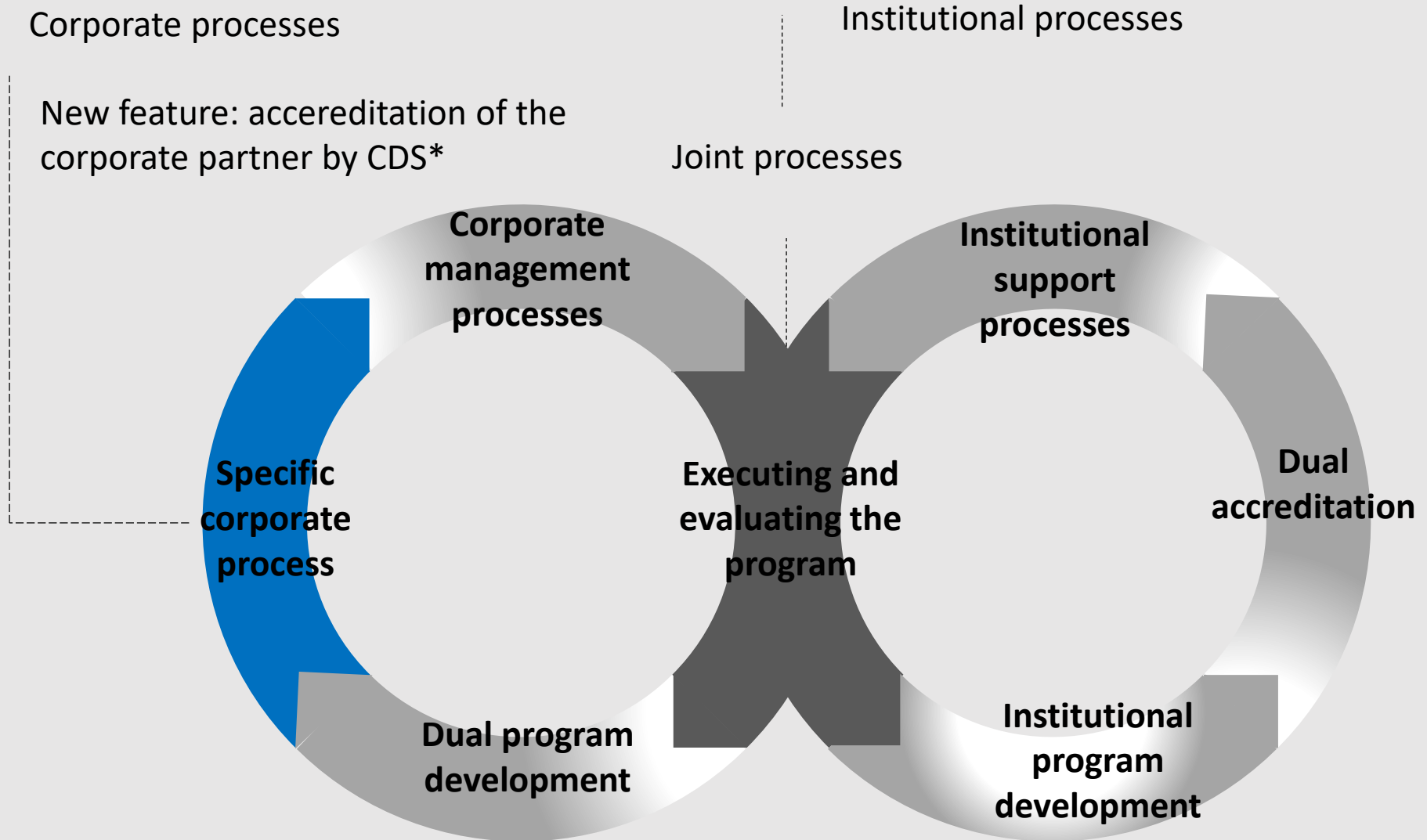
# *System of targets in the Kecskemét Model*





# *Process Map and Process Structure*





\*CDS: Consil of Dual Studies



# *Operative Core Processes for Corporate Partners*



**A. Preparative core processes**

**B. Developmental and operative processes**

**C. Related processes**

**Connection processes**

- collecting information about dual training possibilities for specific positions
- self-evaluation in relation to the program's requirements
- preparations for the program (business development, action plans)
- accreditation at the Council for Dual Studies
- decision making about joining the program
- signing the contract with the institution

**Providing infrastructure for education** (maintaining internship positions, providing educational tools, equipment)

**Human resources supply** (selecting corporate staff for the dual program, training corporate educators)

**Training methodology and corporate coursework** ( training know-how, IT system, providing course material and curriculum, and synchronizing them with the institutional curriculum)

**Testing, evaluation, revision** (evaluating the program's efficiency and return of investment ratio; identifying and implementing shortcomings)

**1. Student recruitment**

- recruitment campaigns (spring and autumn)
- selecting students
- building up the dual studies brand

**2. Preparing the program**

- contract of employment for students
- admitting and registering students
- preparing trainings

**3. Executing corporate trainings**

- carrying out the trainings in the 1-2-3. academic years
- corporate support of the trainings
- tracking the trainings
- managing absenteeism and breach of contract

**4. Evaluating the program**

- evaluating students and participants of the program
- evaluating the class

**5. Employing fresh graduates**

- supporting fresh graduates' entry to the job market
- handing out diplomas
- mentoring of students by alumni members
- tracking of alumna

Hatékony képzési rendszer

Közös képzésű erőforrás

**Promoting the dual studies program**

- public relations and communication (providing information; event calendar; event organization, etc.)
- partnership between the participants of the program

**Exit processes**

- Cancellation of institutional contract, scheduling an exit strategy
- Re-integration of students



# ***Structural Organization of the Program and its Participants***





## ***Pillars of the Organizational Model***

- „*Changing Gear in Higher Education - For a Performance-oriented Higher Education*” – Strategic Development Plan – Ministry of Human Resources, State Secretariat for Higher Education
- “*Criteria for Evaluating the Dual Studies Program*” - Council for Dual Studies
- “*Principles of Dual Studies*” - Council for Dual Studies
- “*Mission Statement*” - Council for Dual Studies
- “NFTv. 2011/ CCIV” – National Higher Education Decree (modified)” - Ministry of Human Resources State Secretariat for Higher Education
- Current Organizational and Operative Regulations of the Kecskemét College (SZMSZ)



# Dual Educational Organizational Model

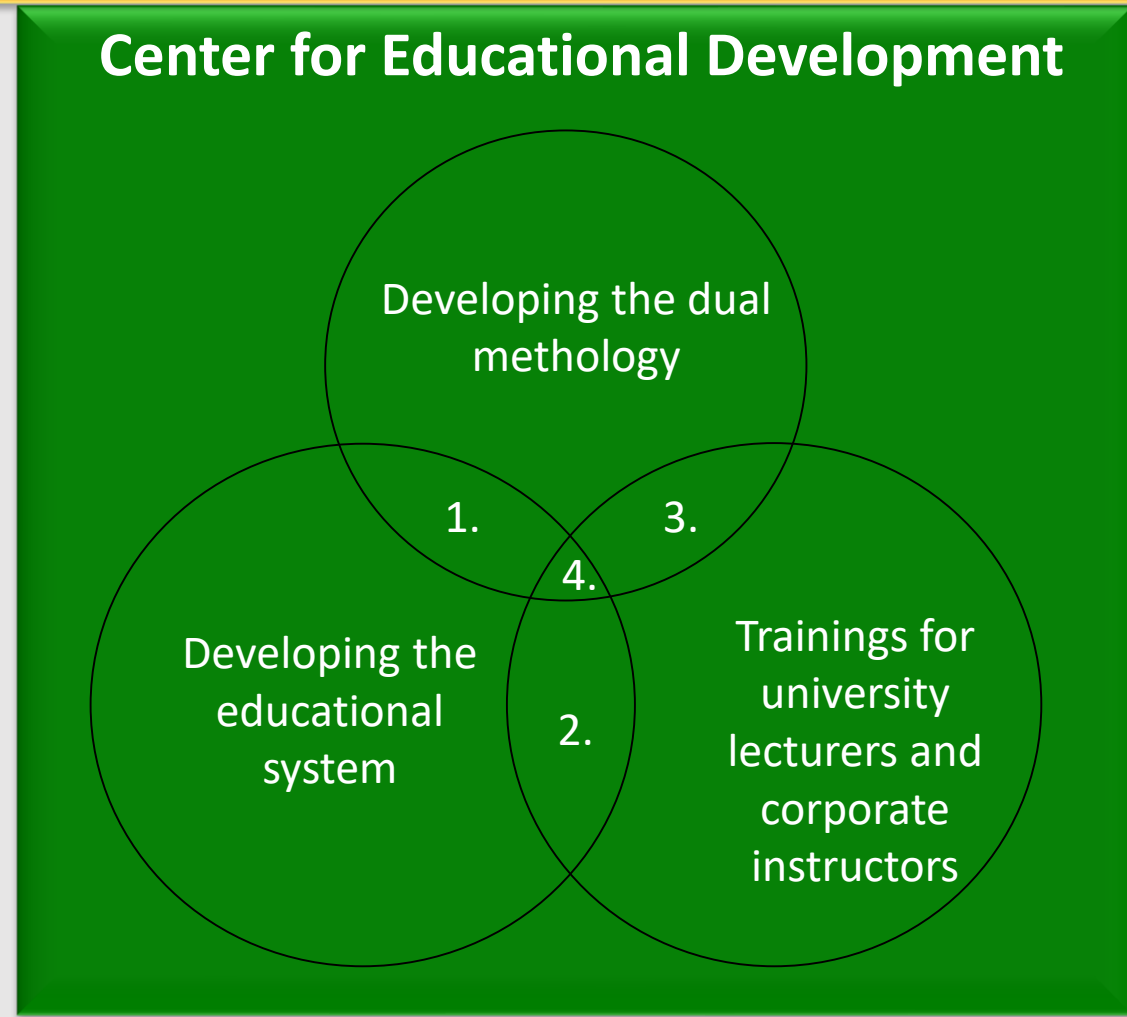
The Center for Educational Development of the Kecskemét College takes part in the tasks related to educational development

## Center for Educational Development

- Educational strategy requirements
- Educational requirements of corporate partners

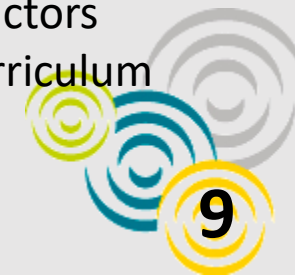


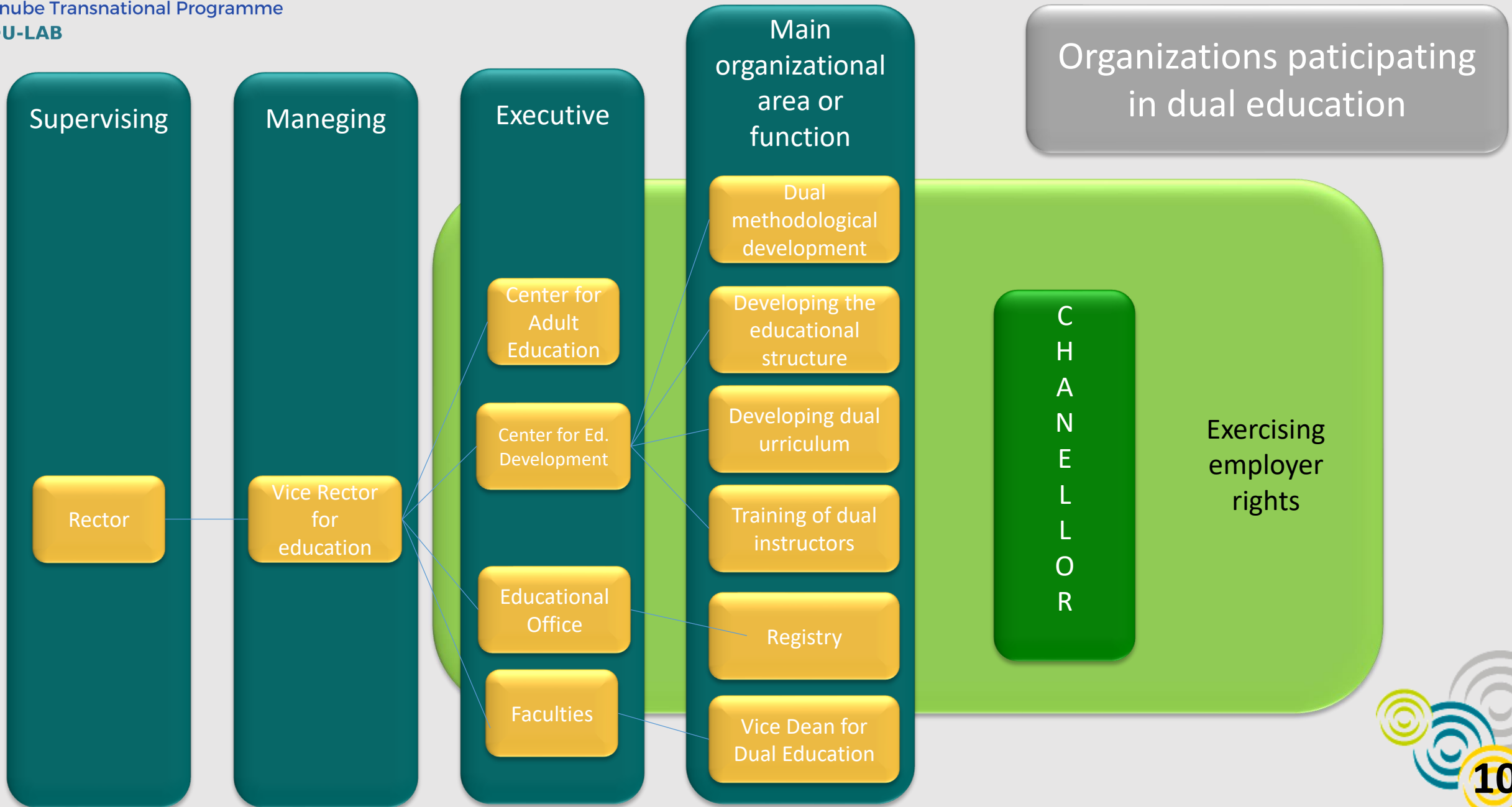
1. Developing the dual system for new majors
2. Joint workshop for university lecturers about the new system



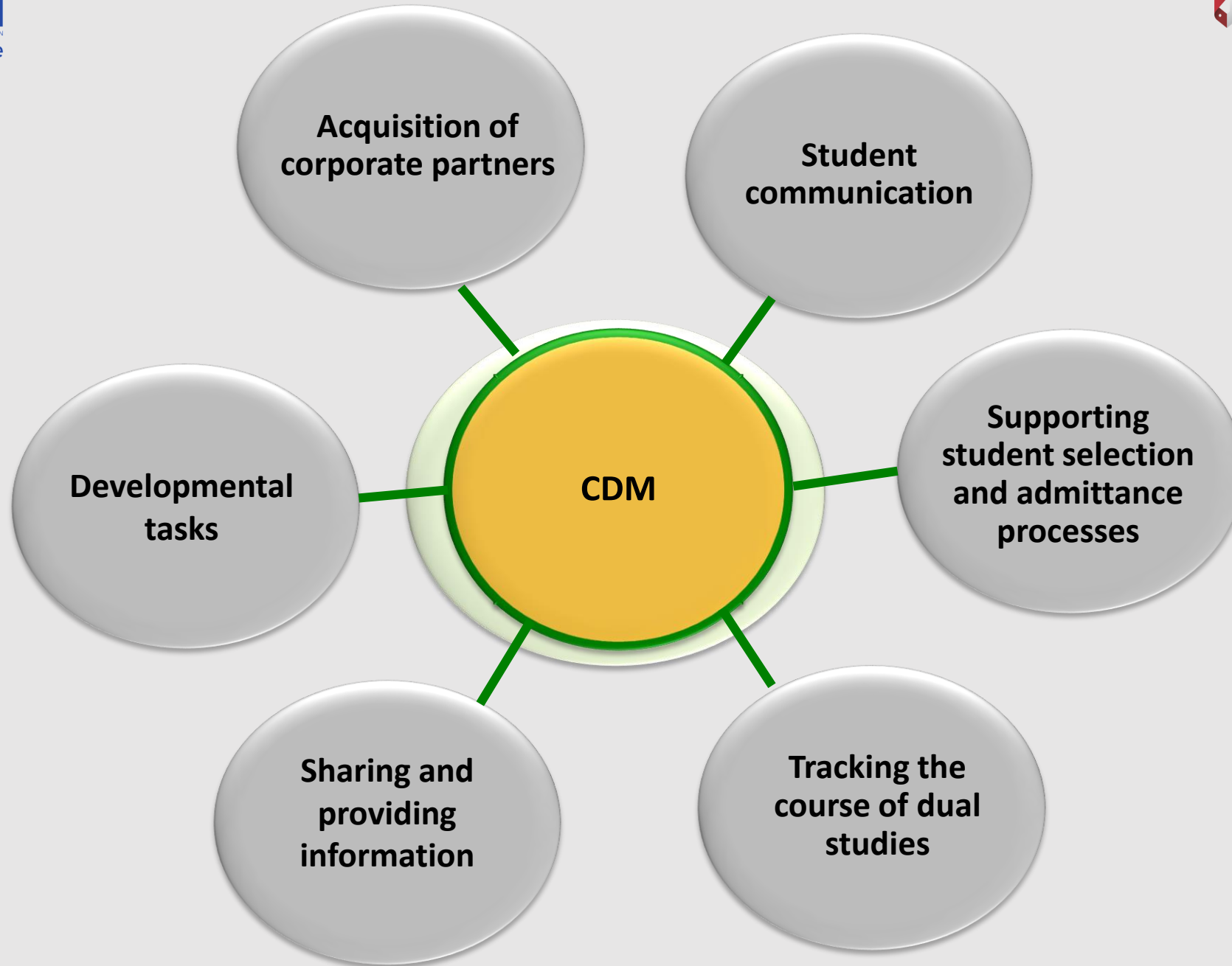
- Educational modules a faculty-level
- Educational modules required for corporate training

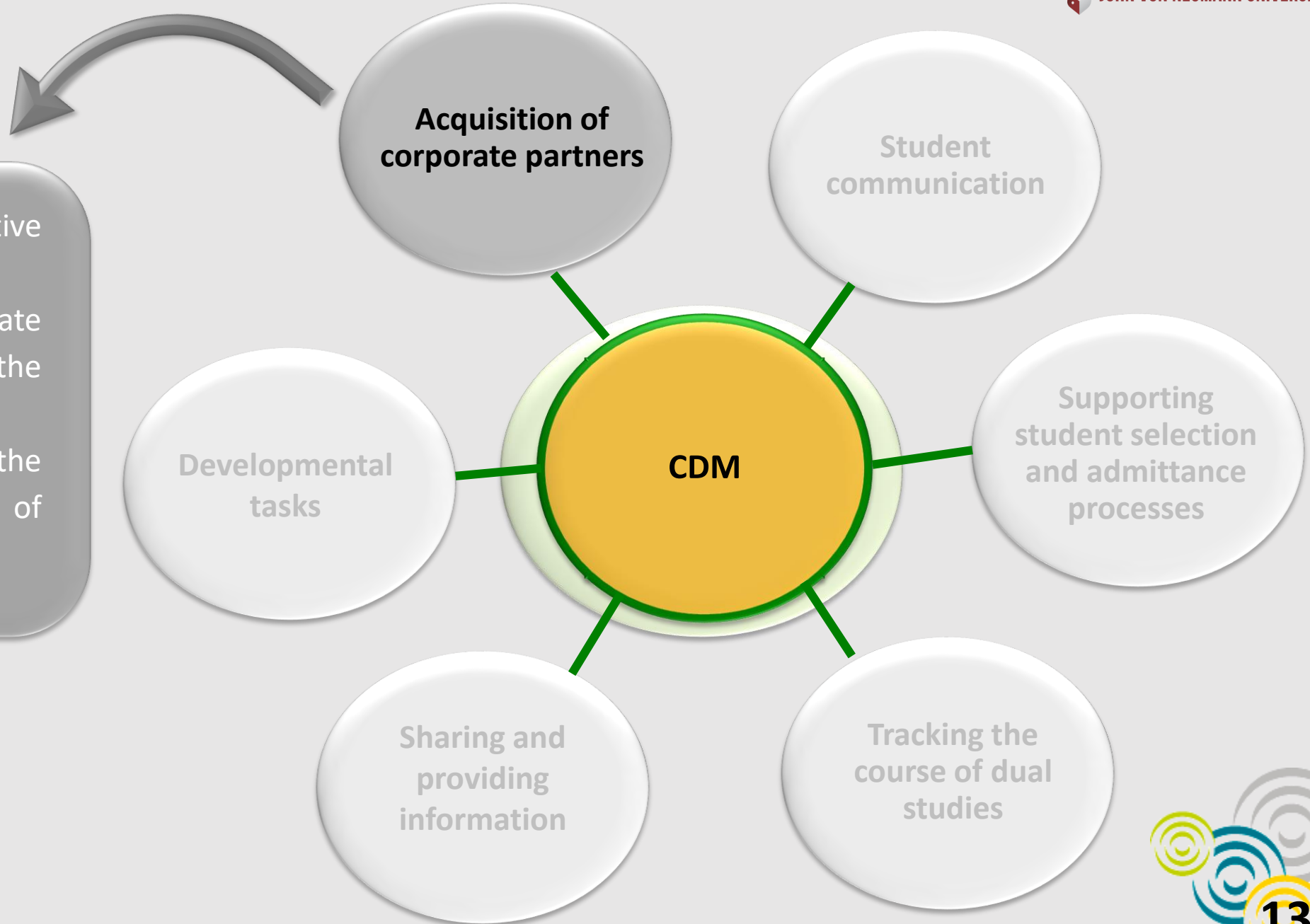
3. Joint trainings for university lecturers and corporate instructors
4. Developing curriculum





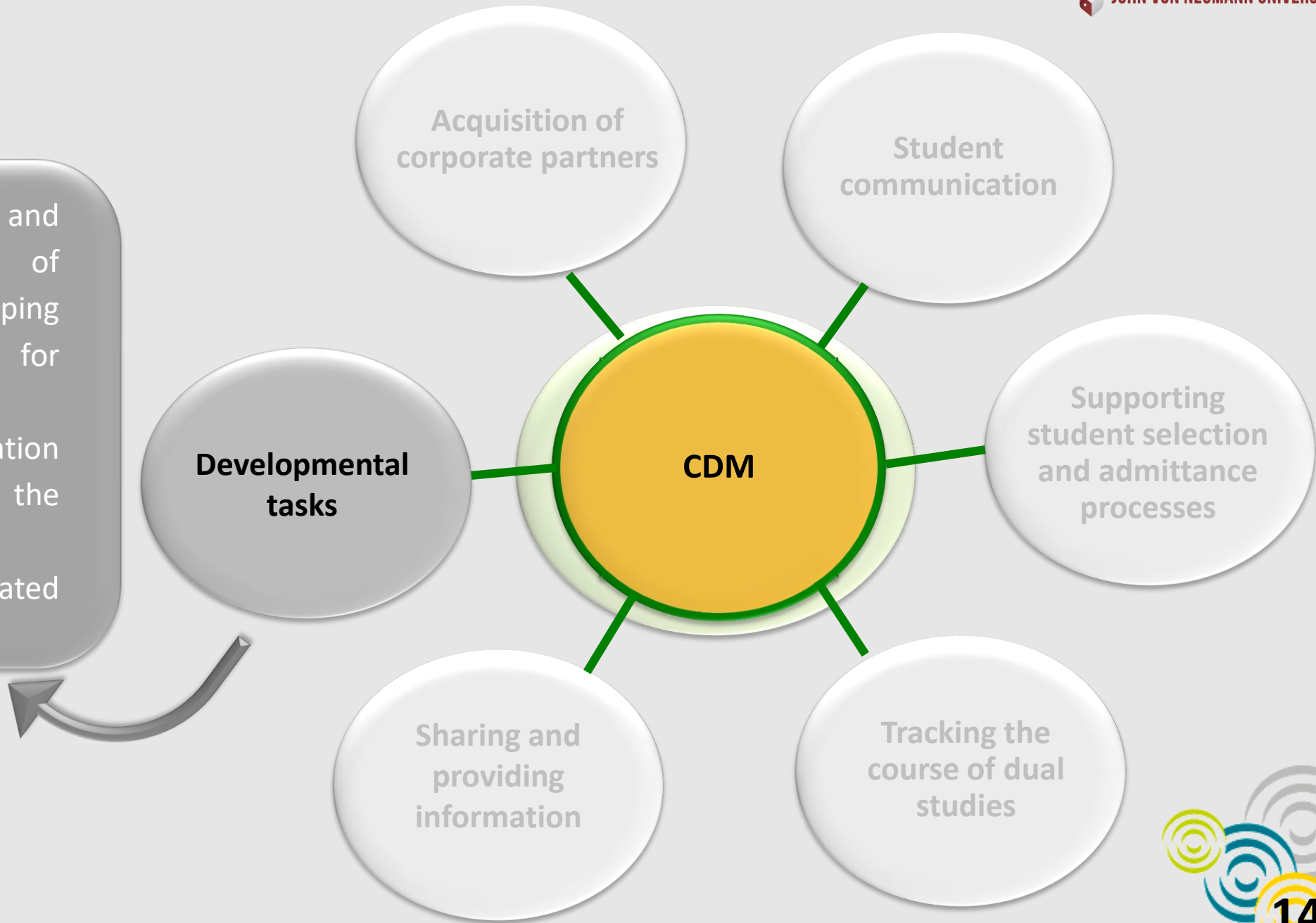
# *Main Tasks of the Center for Dual Methodology (CDM)*



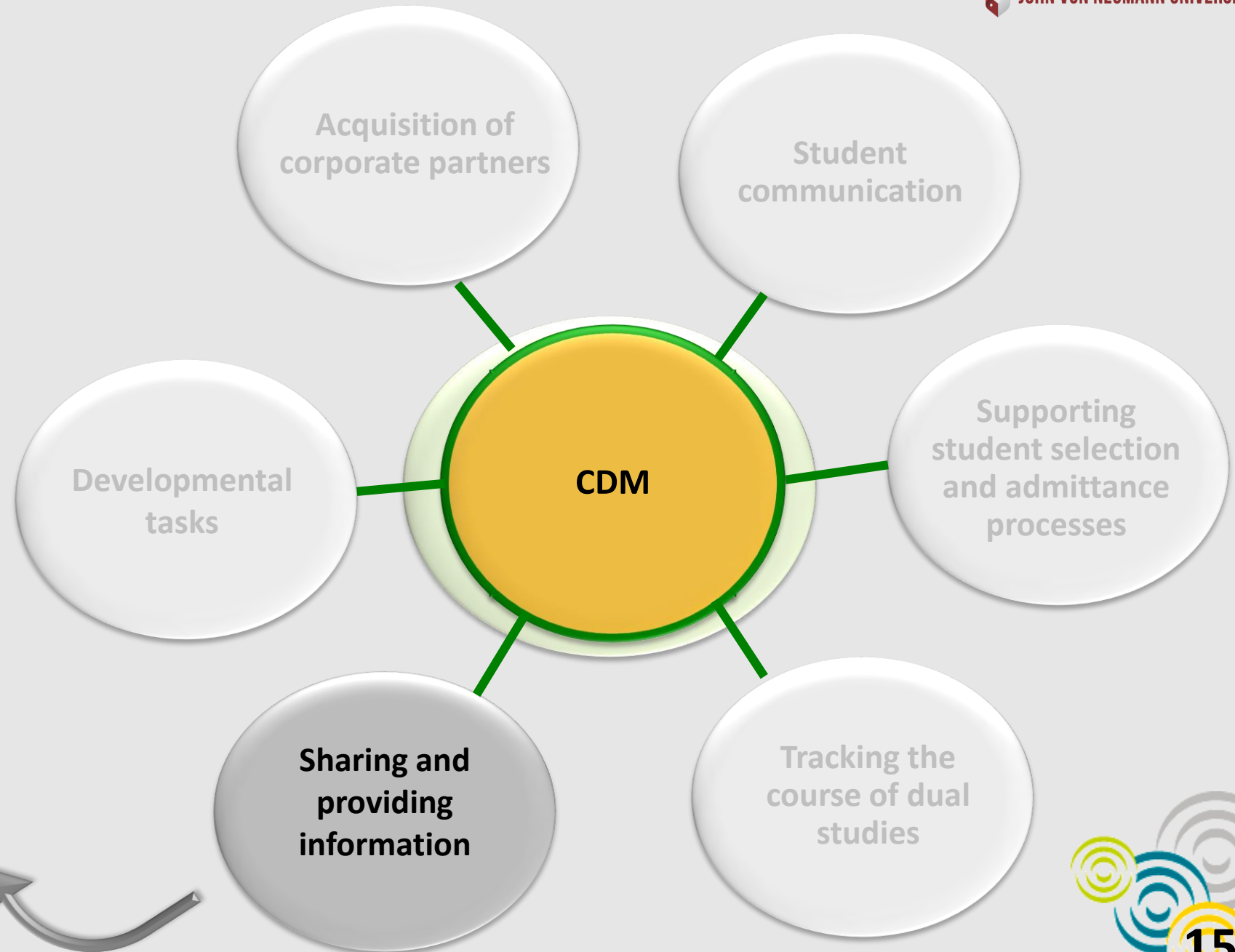


- Liaising with prospective corporate partners
- Selecting corporate partners, preparing the partnership
- Contributing to the preparation processes of corporate partners

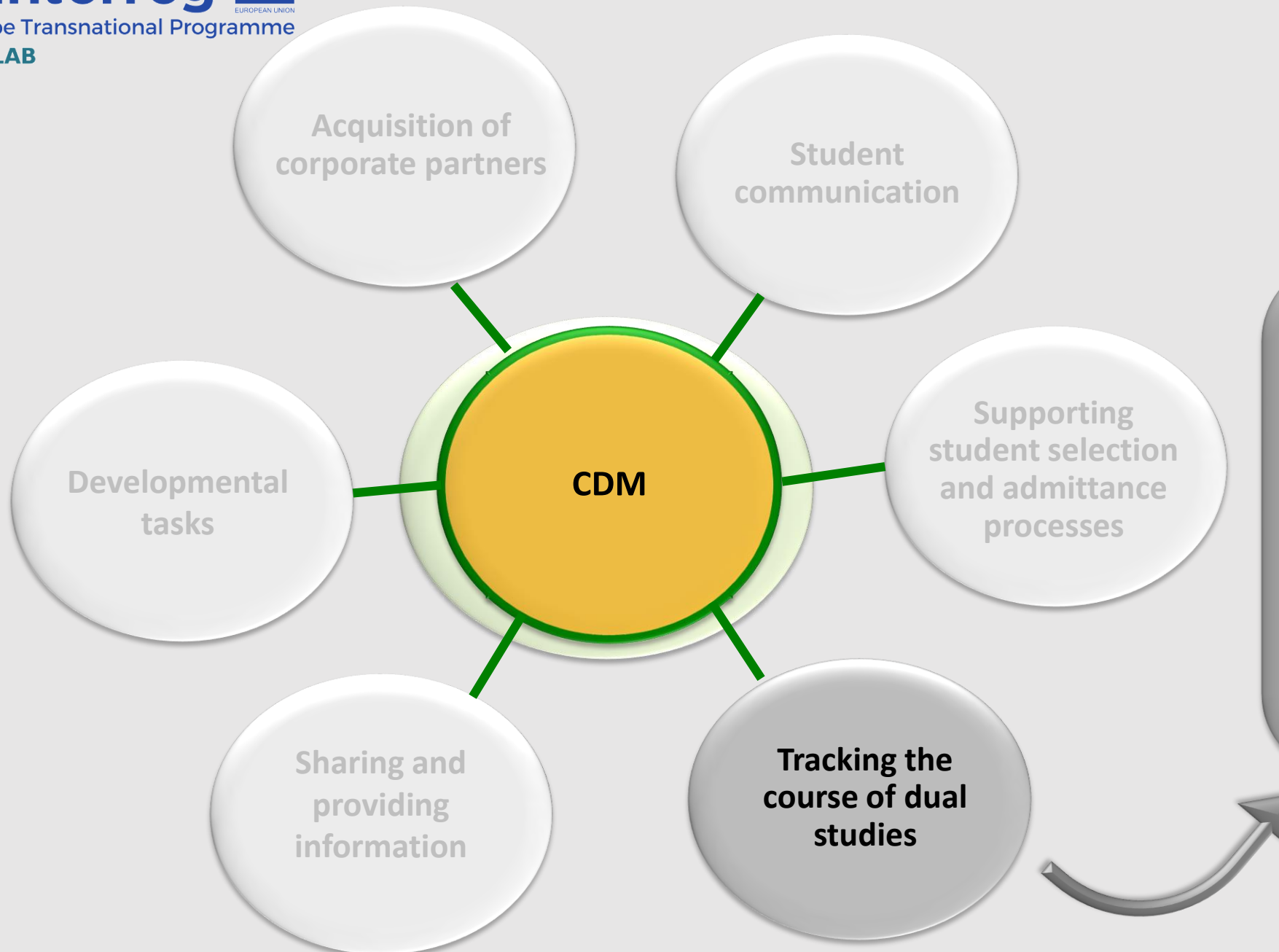
- Providing summary and regular overview of involvement; developing propositions for improvement
- Participating in the creation and development of the program
- Participating in related events



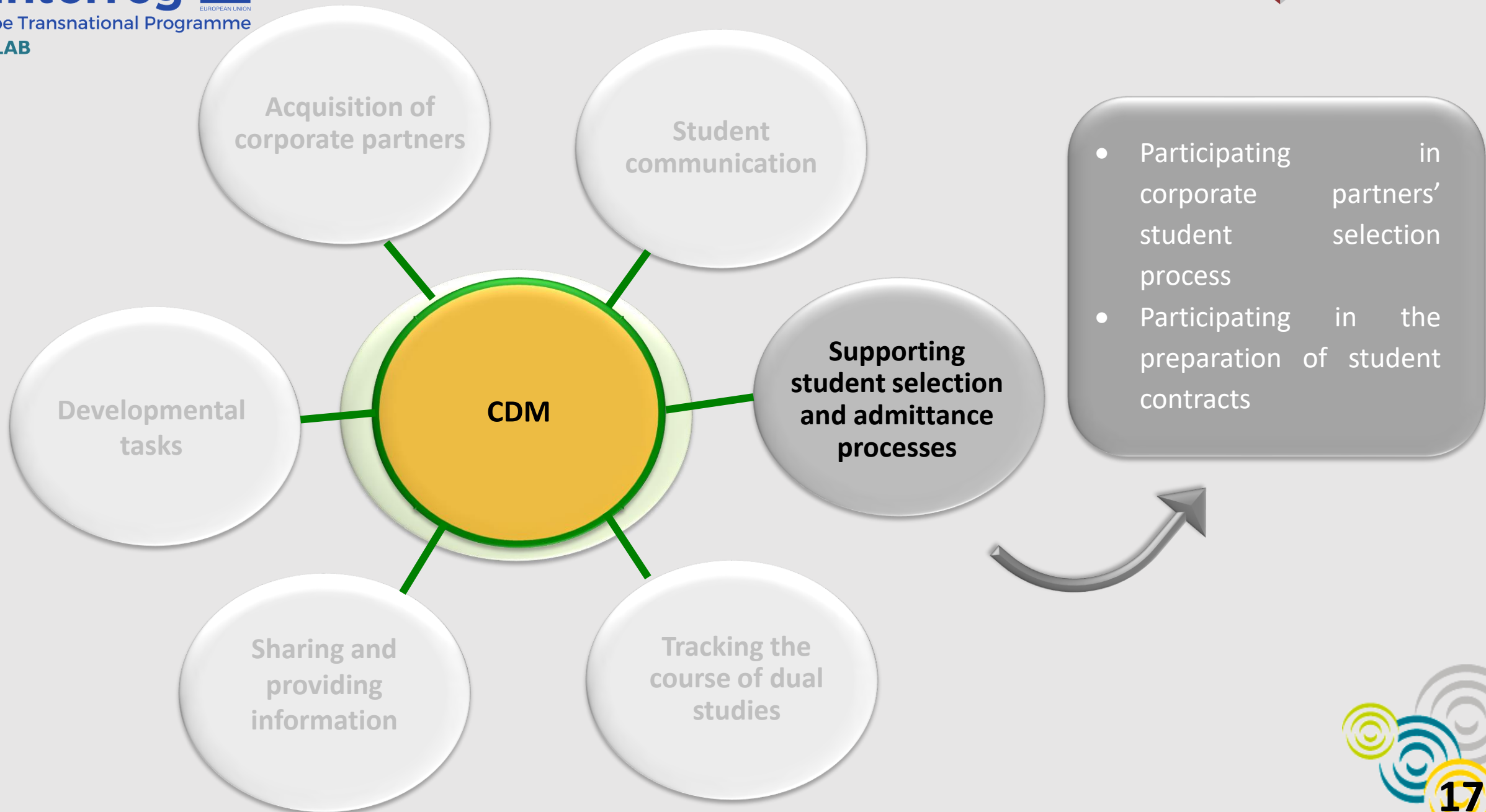
- Providing summary and regular overview of involvement; developing propositions for improvement
- Maintaining information platforms where participants can share their experience about the program
- Providing the information needed for formal reporting obligations
- Database and data repository operation

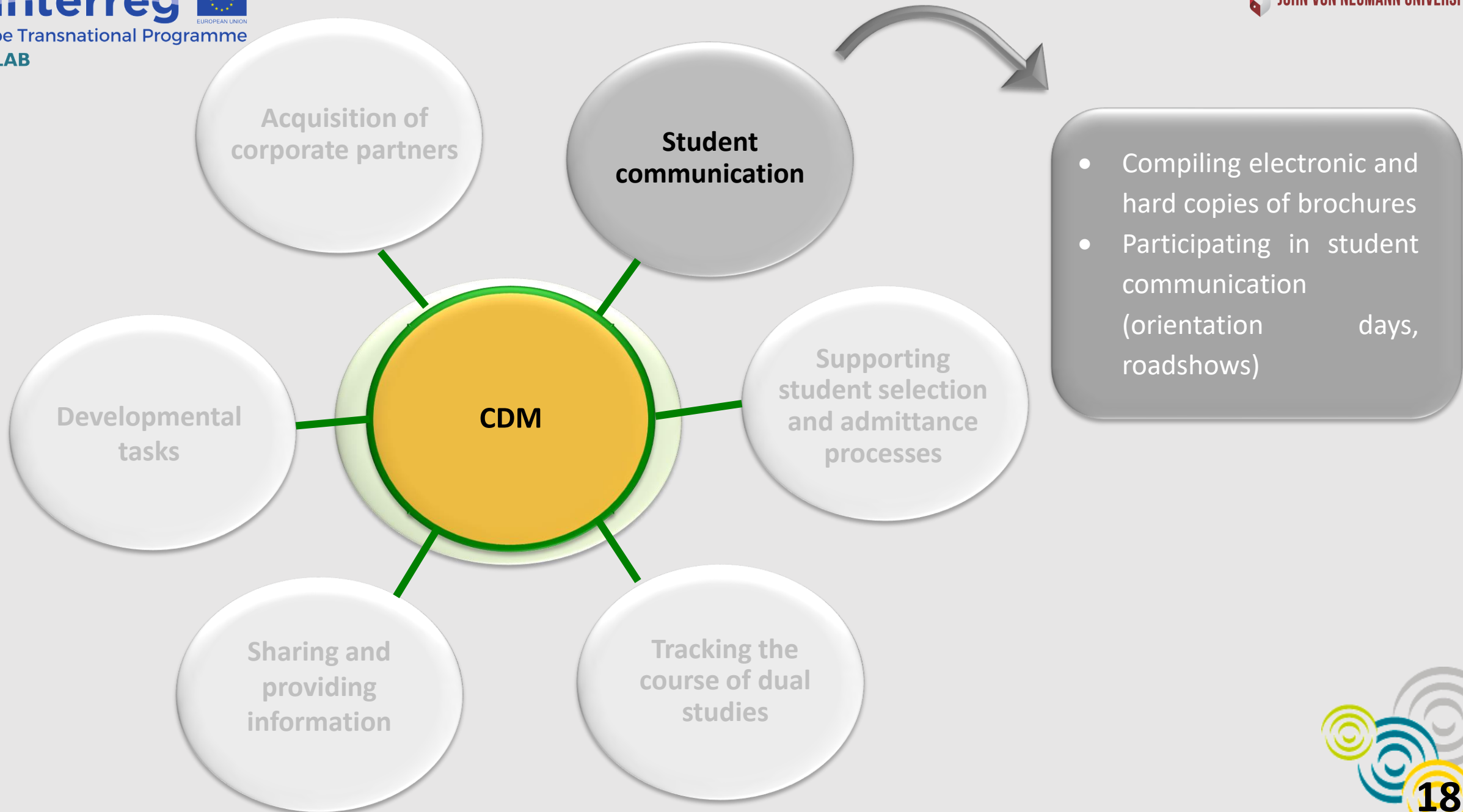






- Liaising with corporate HR partners
- Participating in student performance evaluation
- Crisis management
- Participating in the graduation process
- Participating in alumni tracking





# *Organizational Units of the CDM*

## Organizational Units of the Center for Dual Methodology (CDM)

### Managing role

- *manager of CDM*
- *Supports and coordinates dual activities; takes part in the preparations for conceptual decision-making; supervises employees.*

### Employee position

- **Dual coordinator duties**
  - supporting the work of the university's Enrollment Committee during the enrollment period
  - supporting the work of the university's marketing manager, especially in partner acquisition
  - cooperation with the Hungarian Educational Office
  - supporting the work of the company contact person
- **Duties for the contact person for company partners**
  - preparing and supporting the contract between the university and the company partner
  - tracking student internships; acting as a point of contact between students and companies
  - liaising with the company partner

# *Dual roles of HEI faculties*



## Faculty of Mechanical Engineering and Automation

The faculty's first point of contact is the **vice-dean for education**, who works together with the Center for Dual Methodology on the following tasks:

- expanding the dual studies program to additional BSc (MSc) programs
- developing educational framework for the participating BSc (MSc) programs
- modifying and developing the framework for corporate requirements
- modifying the circle of corporate partners, developing new partnerships
- participating in the communication tasks that target prospective students
- evaluating the outcome of application and enrollment processes
- cyclic evaluation of the program
- problem management for students



## Competency of dual studies lecturers

- requirements for **teaching assistants**:
  - higher-level diploma and at least one year of professional experience
  - practical knowledge of the taught subject
  - skills for leading practical trainings and student consultations
  - ability to perform academic work efficiently
  - familiarity with the taught subject above graduate level
  - certified doctorate status
  - at least one intermediate language exam certification
- requirements for **assistant professors**:
  - at least four years of practical experience
  - familiarity with the taught subject above graduate level
  - ability to perform academic work efficiently
  - ability to deliver high-quality trainings and lectures
  - is the author of high-quality papers that rely on independent research



## Competency of dual studies lecturers

- requirements for **associate professors**:
  - at least six years of practical experience and a PhD diploma
  - leadership talent (for guiding the academic work of students, PhD candidates, teaching assistants)
  - ability to deliver lectures in foreign languages
  - ability to deliver lectures that rely on independent research; consistent publication history

## The academic fellows participating in the planning, operation, and management of the program



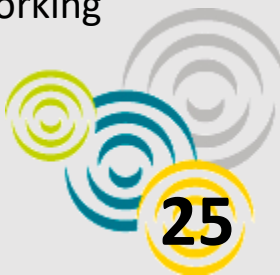
### **Class Coordinator**

- providing information about the registration process
- representing the interest of the class; resolving problems
- sharing information with students regarding the class



### **Subject Coordinator**

- continuously updating the syllabus
- developing the subject (in case it belongs to the area of their expertise)
- organizing lectures and vocational trainings around the subject
- coordinating the work of lecturers and vocational trainers; ensuring that the quality of education remains consistent
- performing administrative tasks, specifically those related to the practical training
- deciding about the scheduling of exams and colloquiums; organizing field trips; working together with the educational coordinator to ensure the efficiency of academic work
- creating a payroll for external lecturers
- creating and procuring educational tools
- procuring handouts



# ***Organizations and Roles in the Dual Studies Program***



*Institutional dual roles*

Roles for marketing and communication	Faculty coordinators		Center for Dual Methodology coordinators		
Marketing coordinator	Class coordinator	Subject coordinator	Director of the Center	Director for the training of dual instructors	Coordinator for educational development

# *Dual HR Tasks*



- Selecting and Training Dual Instructors

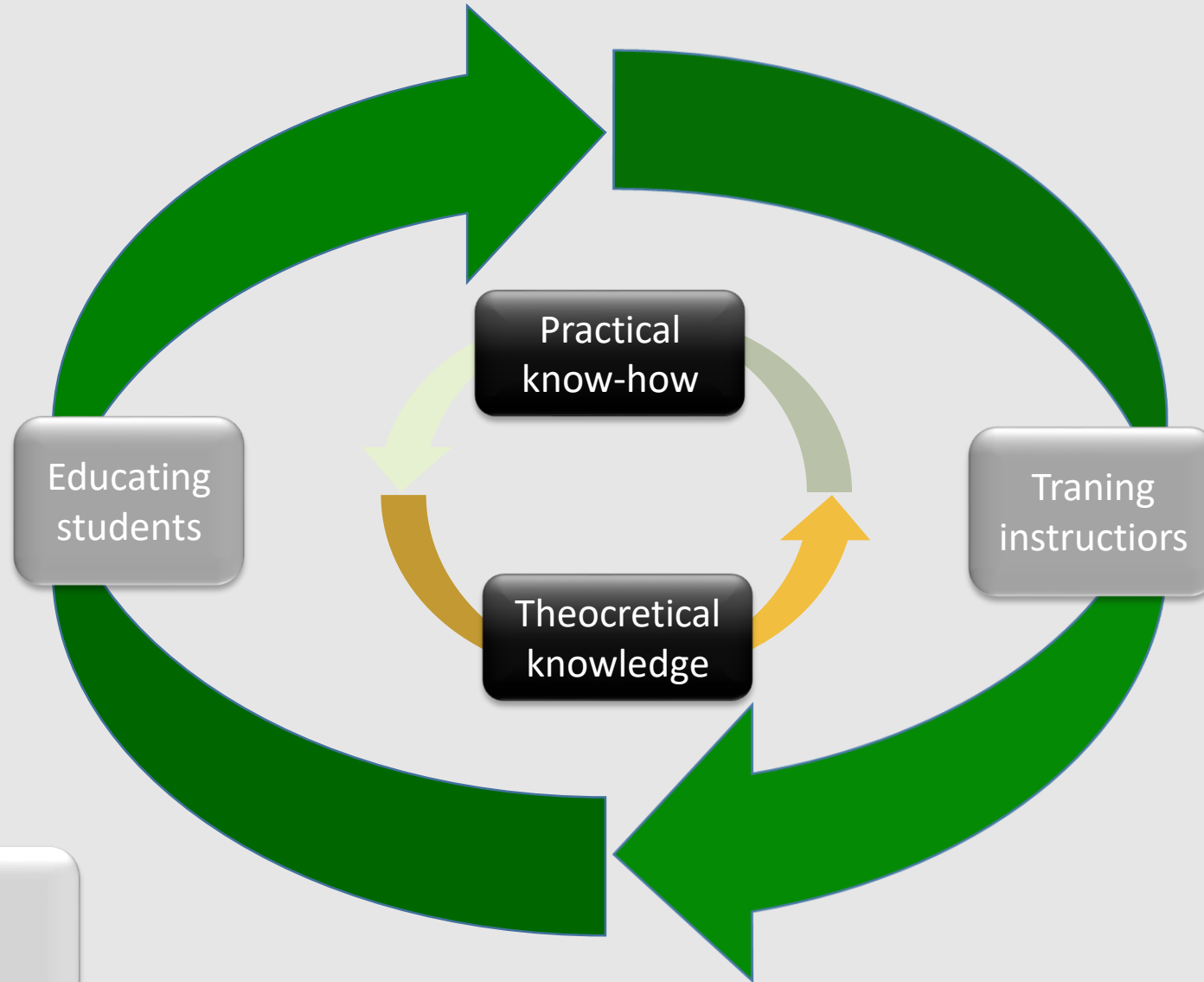
- Instructors' Involvement

- Professional Trainings for Instructors

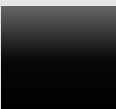
- Joint Trainings for Institutional and Corporate Instructors

- Liaising with Corporate HR

1. Acquires theoretical and practical knowledge
2. Gets acquainted with corporate culture
3. Gets acquainted with his her potential future workplace



1. College lecturer gets acquainted with manufacturing processes
2. Corporate instructor-gets acquainted with teaching methodology


 Joint learning processes

## *System of Higher-level Dual Education*

# *Dual Marketing*



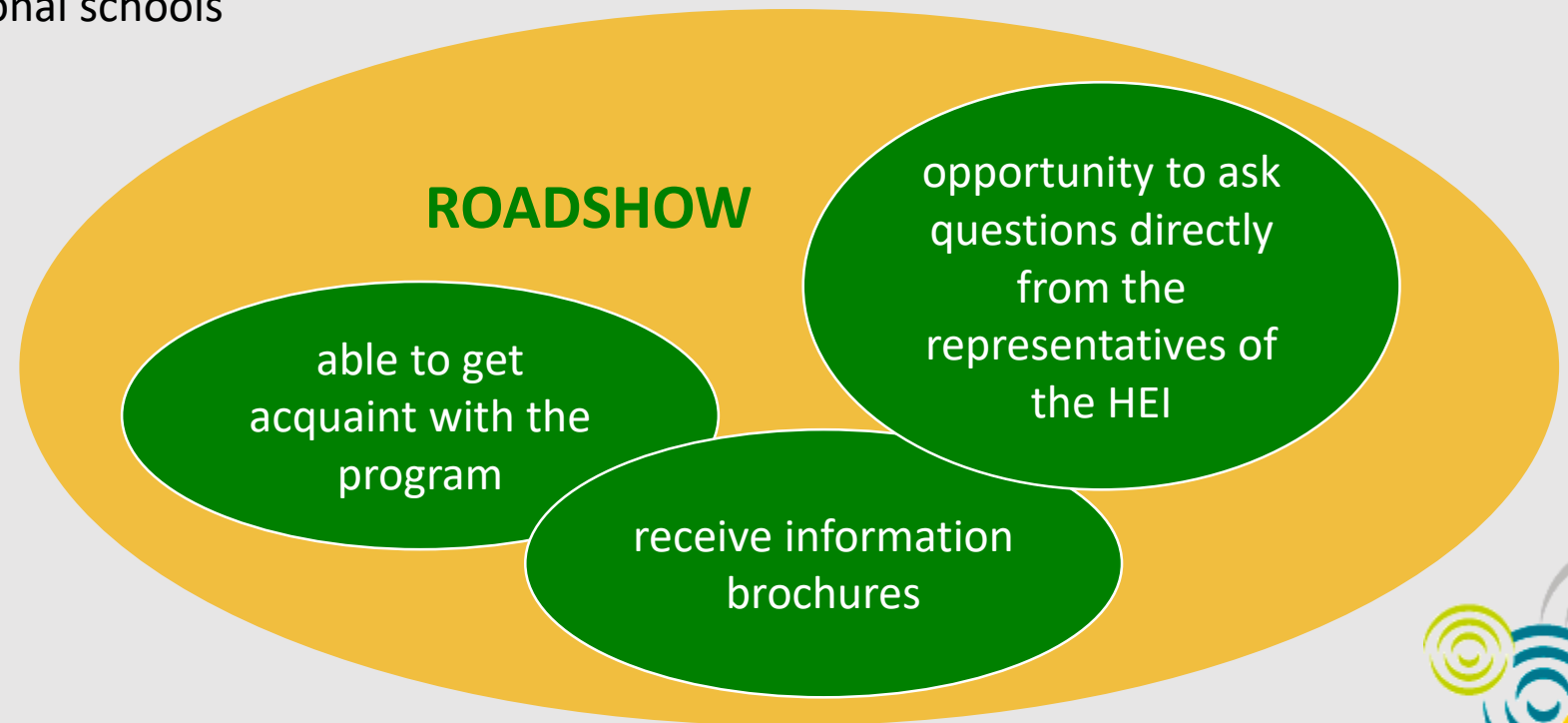


## Dual Marketing Tasks

- identifying specific marketing tasks related to the dual program, and fitting them into the present operative system
- recommendations for corporate dual marketing roles

## Marketing-related tasks

- **roadshows** in secondary and vocational schools



## Questions for e-learning course nr.4

1. What are the system of targets in Kecskemét model?
2. What are the Operative Core Processes for CP?
3. Describe the Dual Education Organization Model?
4. Describe the Dual Organization Structure?
5. What are the Main Tasks of the Center for Dual Methodology (CDM)?
6. What kind of organization units do exist in the CDM?
7. What are the dual roles of the HEI faculties, for example Faculty of Mechanical Engineering and Automation?
8. Describe the competencies of dual studies lecturers (teaching assistants, assistant professors, associate professors)?
9. What kind of tasks do the academic fellows have?
10. What are the institutional and corporate dual roles?
11. What are the dual HR tasks?
12. Why are roadshows necessary?

